

Education Leadership: a Focus on
Principal Development
Education Interim Committee
Utah Legislature

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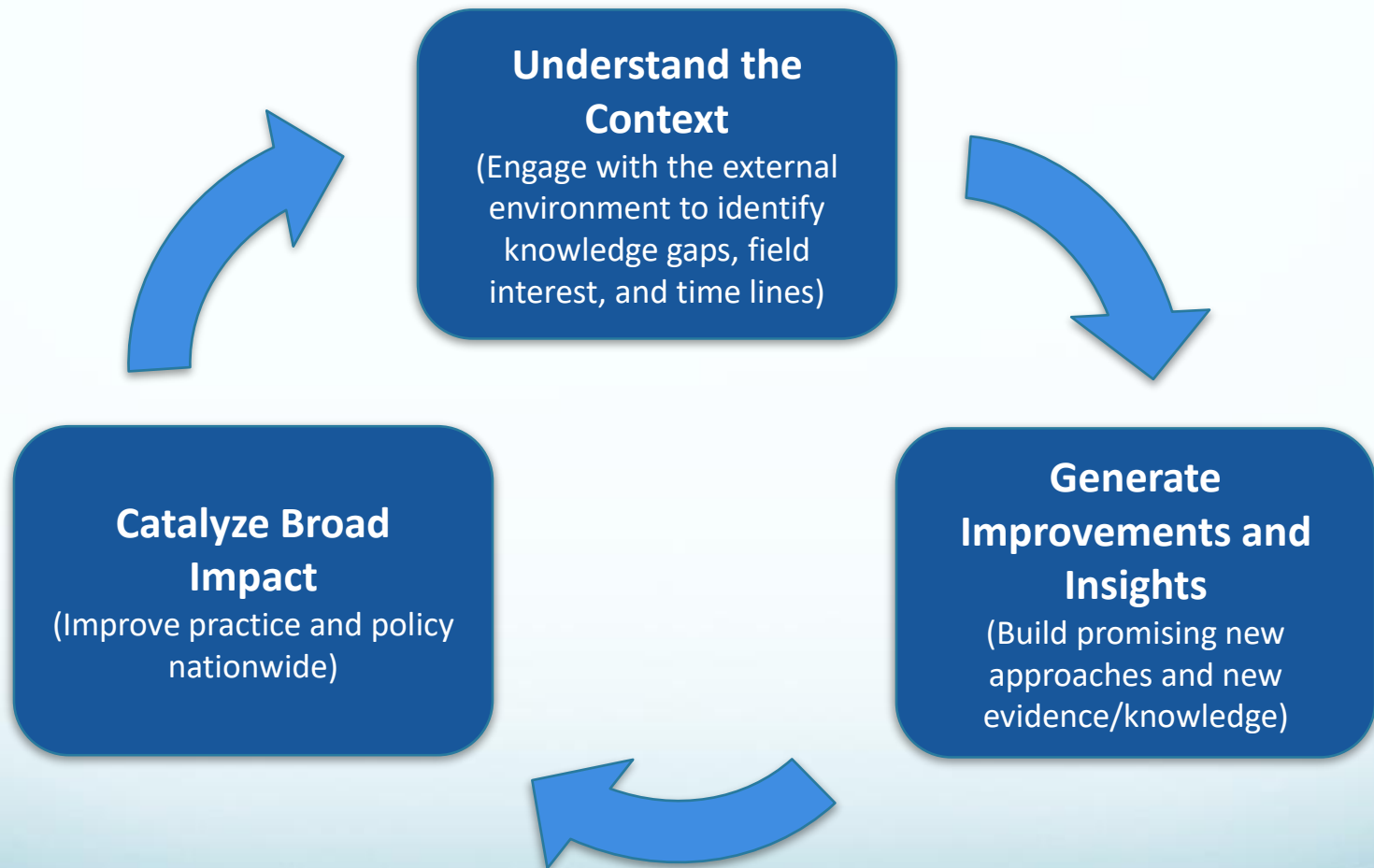
About The Wallace Foundation

- The mission of The Wallace Foundation is to foster
 - improvements in learning and enrichment for disadvantaged children and
 - the vitality of the arts for everyone.
- Our approach
 - Work with our grantee partners to develop -- then broadly share -- evidence-based, practical insights



The Wallace Approach

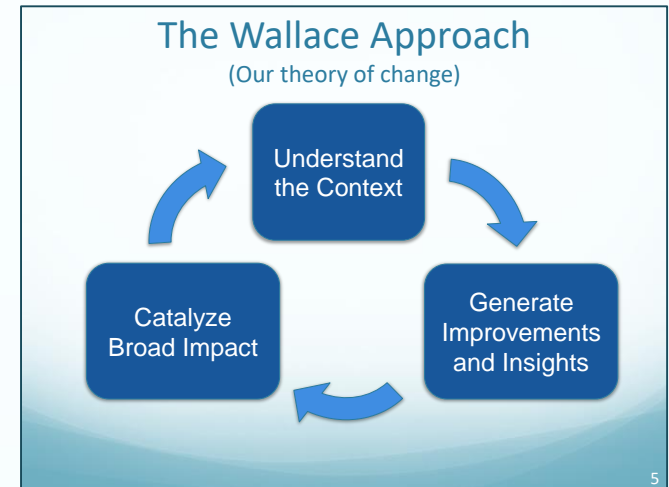
(Our theory of change)



Wallace's education leadership initiative: 2000-2010

Our strategies:

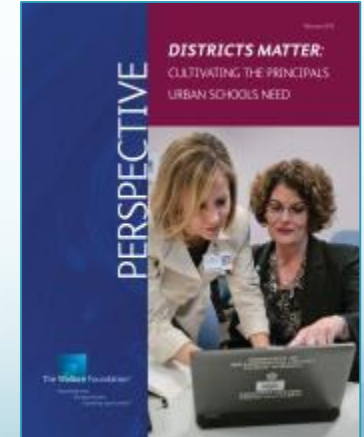
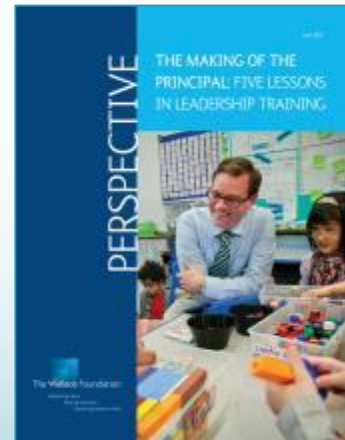
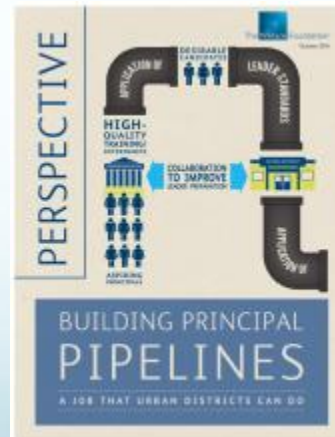
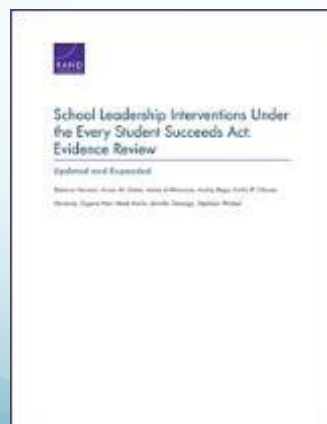
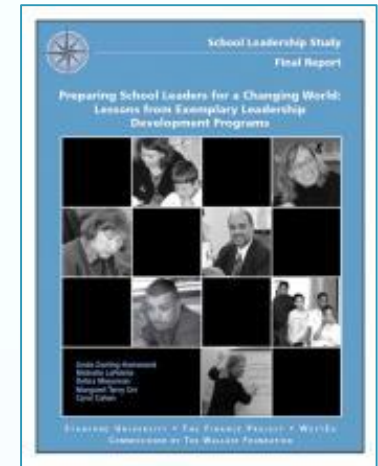
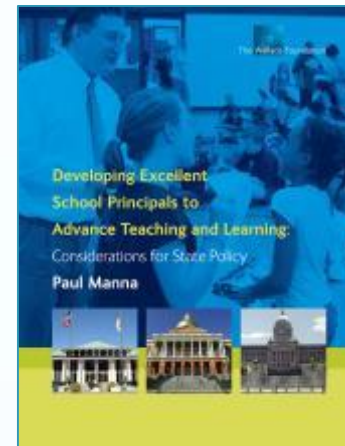
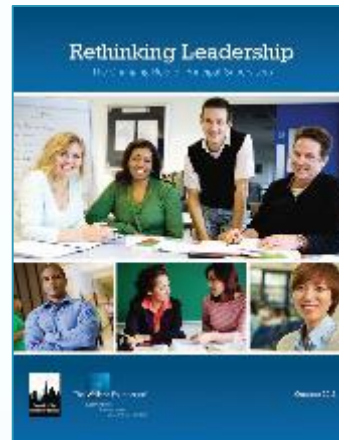
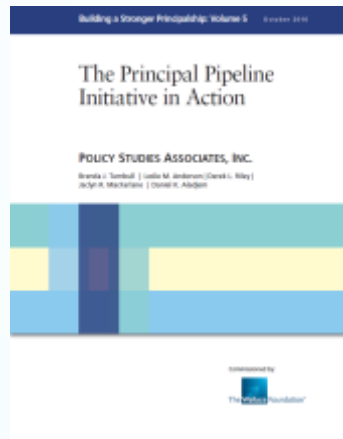
- 26 states; 15 main urban districts
- Commissioned research to fill knowledge gaps and evaluate across sites
- Professional learning communities for states, districts, partners



Resulting in:

- Over 70 research reports
- 140 sustained, high quality initiatives (including 24 pre-service training programs)
- 15 new non-profit organizations

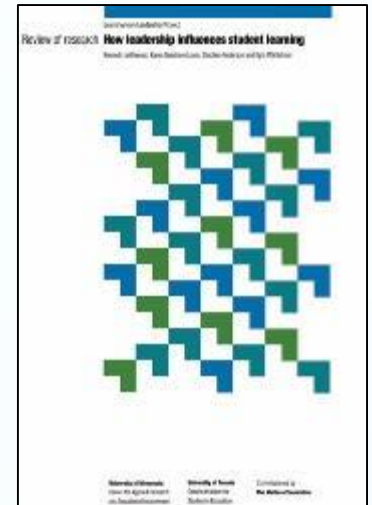
Wide array of research on education leadership



Leadership key to student learning

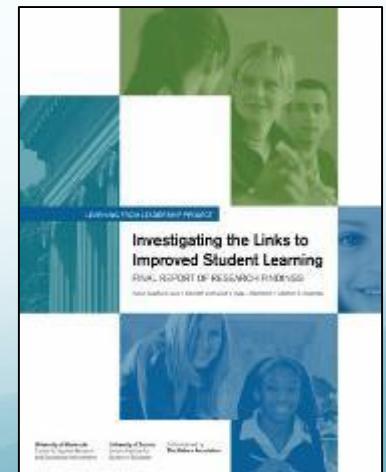
“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

-- *How Leadership Influences Student Learning*,
Kenneth Leithwood, et al,
University of Minnesota,
University of Toronto, 2004



“Six years later we are even more confident about this claim.”

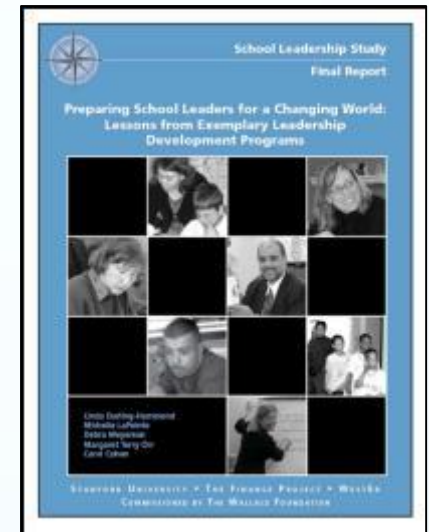
-- *Learning from Leadership: Investigating the Links to Improved Student Learning*,
Louis, et al, 2010



Principals key to retaining good teachers

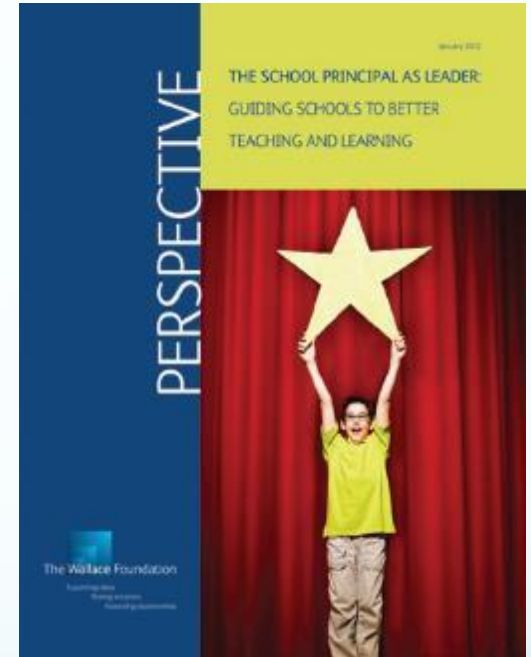
“It is the leader who both recruits and retains high quality staff. Indeed, **the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support** – and it is the leader who must develop this organization.”

-- *Preparing School Leaders for a Changing World*,
Linda Darling-Hammond, et al, Stanford University, 2007

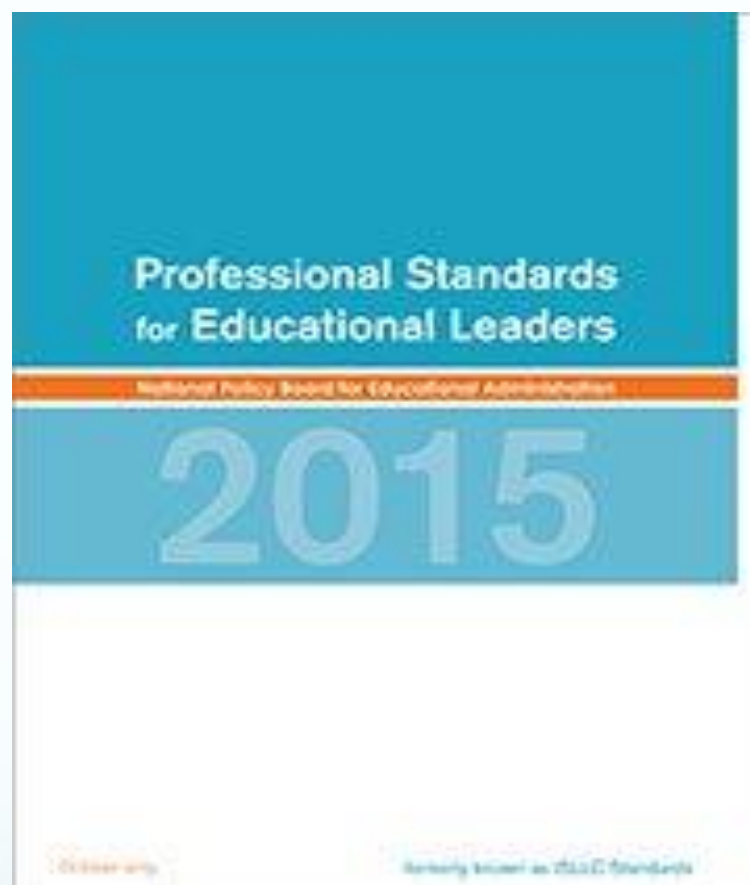


Effective principals have core competencies

- Shape a transformational vision of academic success for all students
- Create a hospitable climate
- Manage people, data and processes
- Improve instruction
 - Lead the professional learning community
- Cultivate leadership in others -
 - Far cry from leaders as superhero



Source: The School Principal as Leader: Guiding Schools to Better Teaching and Learning, January 2012



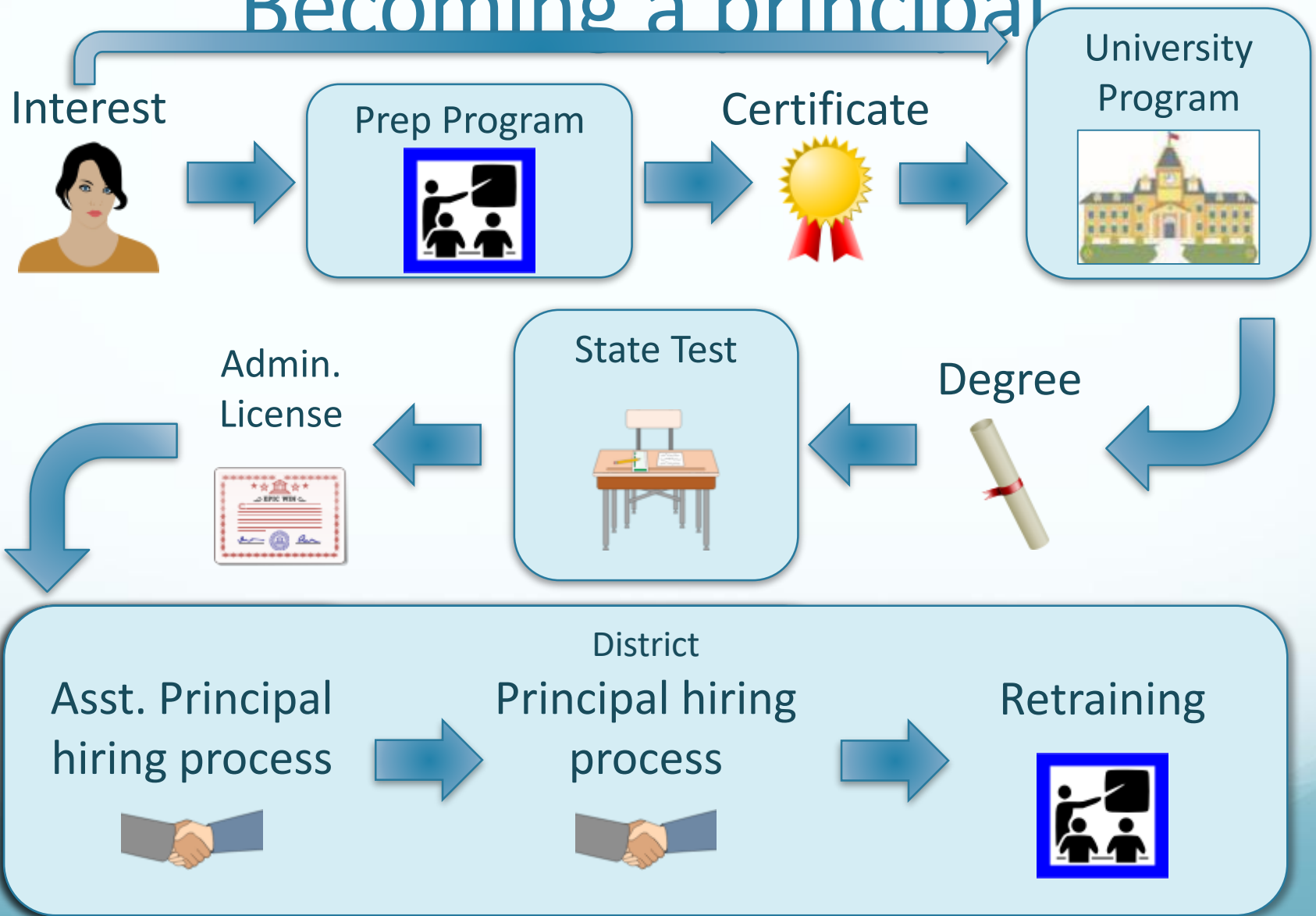
Putting it all together: The Principal Pipeline



Principal Pipeline Districts

- Denver, Colorado
- New York City, New York
- Charlotte Mecklenburg, North Carolina
- Prince Georges County, Maryland
- Gwinnett County, Georgia
- Hillsborough County, Florida

Becoming a principal



State of the Principalship

- 50% of principals leave by the end of their third year and 70% after five years
- Numbers are even higher in high-need schools, approximately 28% leaving each year
- Burnout from the overwhelming demands of the job, lack of decision-making authority, and isolation all contribute to this turnover
- Constant “churn” of principals has significant costs to students. Schools that lost principals were more likely to see a drop in student academic performance in the subsequent year.

And Also...

- It takes an average of five years to put a vision in place, improve the teaching staff and fully implement policies and practices that positively impact the school's performance
- There is an empirical link between school leadership and improved student achievement
- High-quality principals hire better teachers – and then hold on to them.

School Leaders Network, 2014

Building a Principal Pipelines. The Wallace Foundation

Principals in
their 1st year



Principals in
their 4th year



*NCES Data 2006

Principals in
their 6th year

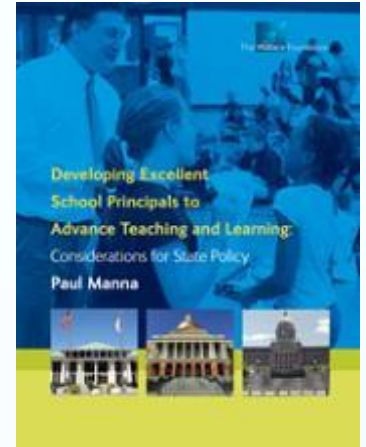


- $\frac{1}{4}$ of principals leave schools each year
 - 28% in high-needs schools
 - 18% in low-needs schools
- 50% of new principals are either not retained or leave voluntarily after their first 3 years; 20% only last 2 years
- New Principals were more likely to leave when test scores declined in their first year

Leadership is a critical ingredient in school improvement

- “Especially during the last five to ten years, **states have pushed forward ambitious education initiatives that will be unlikely to succeed without principals actively leading the work on the ground.**”

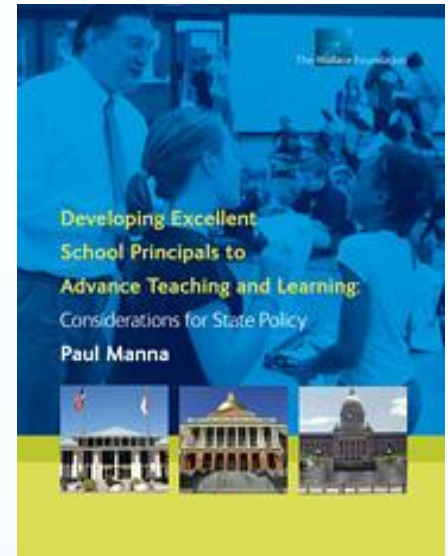
*-- Developing Excellent School Principals
to Advance Teaching and Learning,
Paul Manna, 2015*



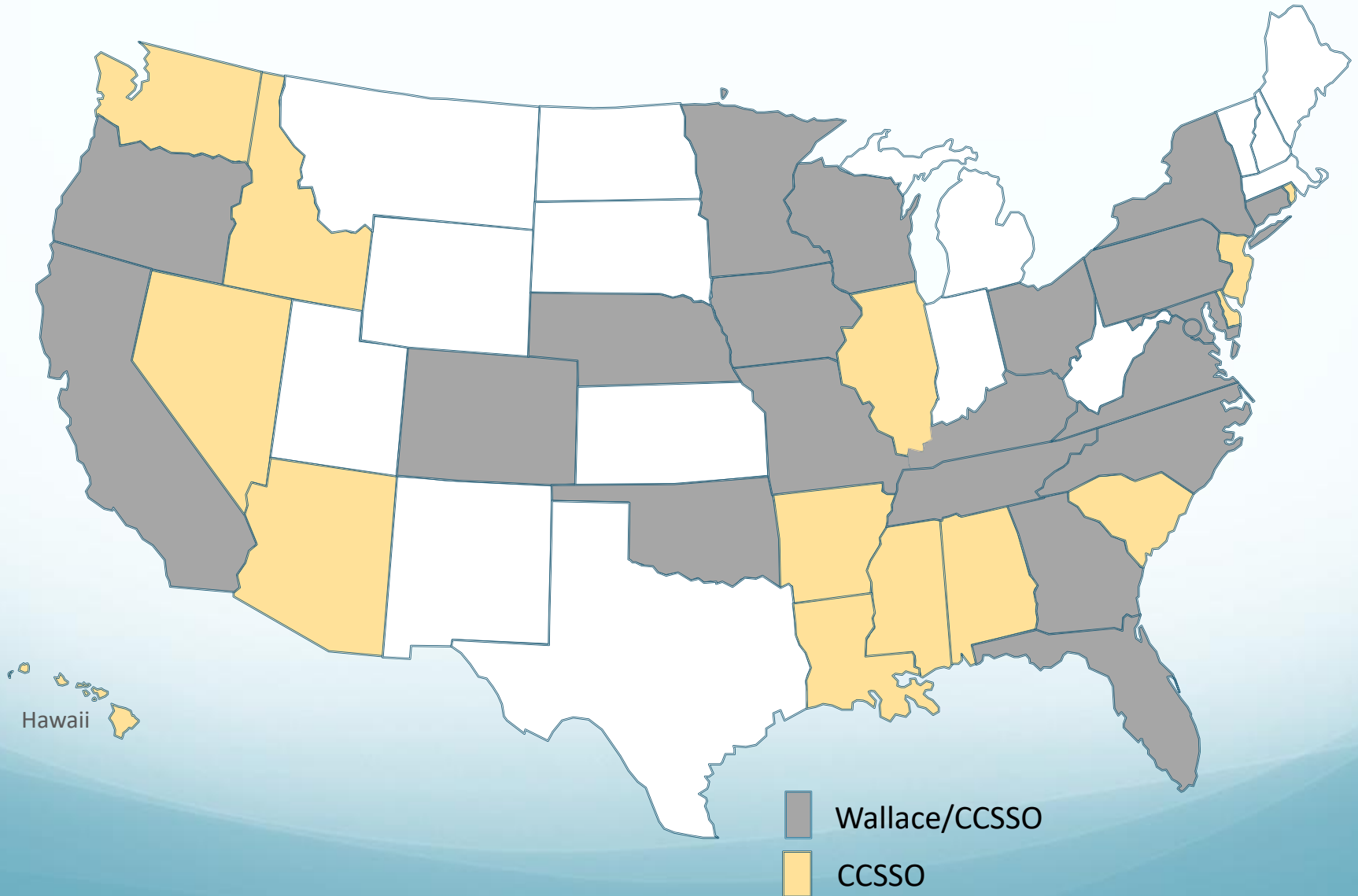
Principals strengthen the impact of effective teaching

“Principals are multipliers of effective teaching.”

--Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy--
Paul Manna, The Wallace Foundation,
2015



34 states and D.C. working with Wallace and/or CCSSO on school leadership strategies



ESSA clarified that states can use federal funds to support principals

— and states are responding

- According to CCSSO, at least 25 states feature school leadership strategies in draft ESSA plans
 - 13 states using 3% set-aside in Title II, Part A to strengthen principals
 - 12 states have plans focused on school leaders but are unclear on the set aside
- ESSA state plans include support for principals using Titles I and II
 - **Principal training academies**
 - **Mentoring**
 - Principal supervisors
 - Principal pipelines
 - **Retaining principals in high needs schools**

What the 25 states are working on

- Principal mentoring and coaching (77%)
- Professional development of novice principals (75%)
- Professional development of veteran principals (73%)
- Principal capacity to provide feedback and develop teachers (71%)
- Developing principals of low-performing or hard-to-staff schools (69%)

State roles

- **Develop a shared vision for education and leaders**
- **Develop leader standards**
- Accredit principal preparation programs
- Develop licensure standards/procedures for leaders
- Align program accreditation with principal licensure
- **Disseminate effective practice throughout the state**
- **Gather and use accurate, timely and actionable data**
- Include principal preparation in ESSA planning

Professional Learning Communities are Critical

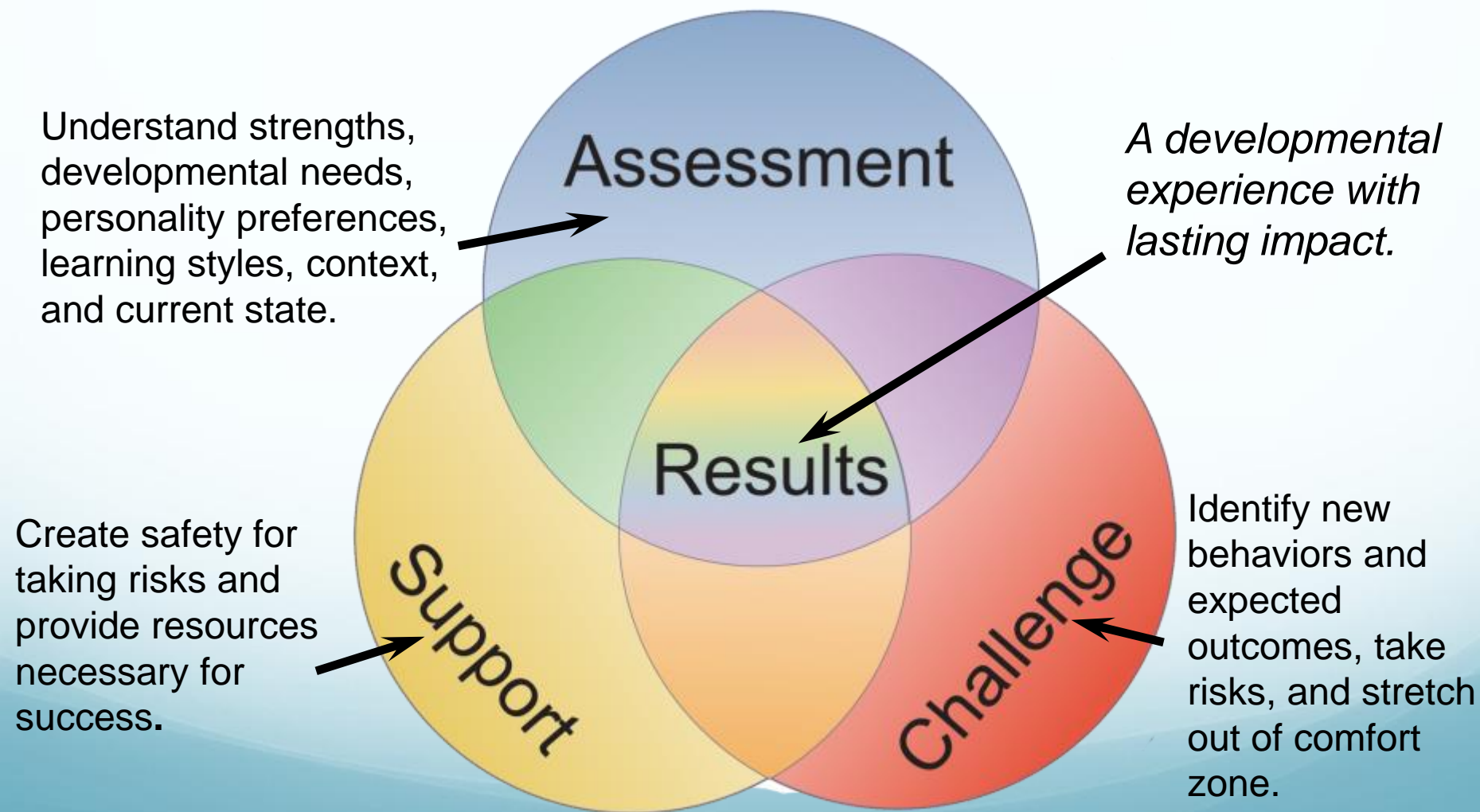
- Apply New Learning to Practice
- Engage Principals in “Creative Making”- Design Thinking
- Complete Cycle of Theory to Practice and Practice to Theory
- Create an Active Learning Community
- Create Networks of Practice and Support and Tools
 - <https://www.youtube.com/watch?v=aM-U8RuR2sw&t=15s>

Effective Professional Development

- Structured Induction Programs for New Principals
- Coaching and Mentoring
 - 1-3 years
- Executive Leadership Development 360 (?)
 - Advanced development works on reflection and effective feedback
- Differentiated Support by Need and Context
- Follows Adult Learning Norms
 - Individualized
 - Learn by doing
 - Not sit and get

Assessment-Challenge-Support: Key Components for Development

Center for Creative Leadership



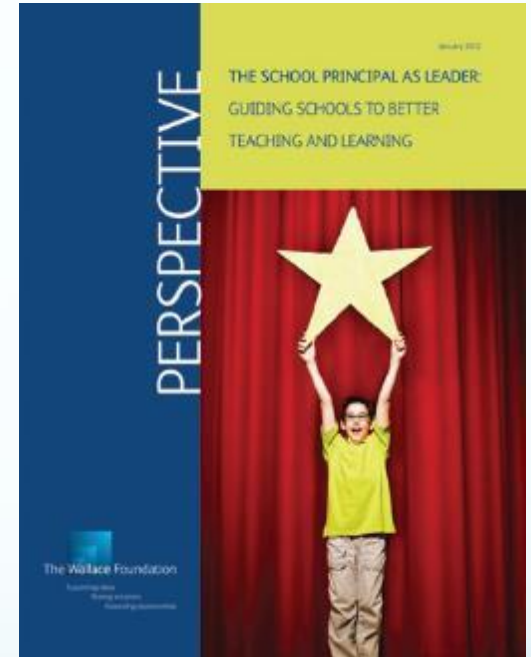
Principal Perceptions of Effective Professional Development*

- Provided by Knowledgeable Individuals 85%
- Understood my School Needs-77%
- Addressed My Personal Needs-76%
- Led Me to Make Changes-76%
- Addressed the Pressing Needs of My School-75%
- Helped me Set Effective Goals-74%

*Principal Pipeline Districts

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Source: The School Principal as Leader: Guiding Schools to Better Teaching and Learning, January 2012



For these and other resources on leadership and other topics:
www.wallacefoundation.org